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ABSTRACT

The objectives of this 1-year project were (1) to demonstrate an at-home procedure of teaching in order to improve the concept formation and language development environment of 40 children (3-5 years) residing in low income homes where the primary language was Spanish; (2) to train 11 women from the community as home teachers; and (3) to give training to the mothers of the project children so that they could improve their teaching techniques with their own children. The pretests and posttests administered were the Test of Basic Language Competence, given in Spanish and English, the Inventory of Developmental Tasks, given in Spanish, and the Maternal Teaching Style Instrument (Mother/Child Test) given in Spanish. After the year, the children demonstrated marked improvement in concept and language development; all home teachers had received 370 hours of inservice and preservice training; and mothers showed considerable changes in terms of attitudes, educational materials apparent in the homes, and upkeep of themselves and their homes. The report recommends extension of the curriculum to kindergarten, revision of training models and development of "home packets" for the project children. (AJ)

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DAME SCHOOL PROJECT

(BI-LINGUAL PRE SCHOOL PROJECT)

SANTA CLARA COUNTY OFFICE OF EDUCATION

FINAL REPORT

AUGUST 1, 1970

SUBMITTED BY: MRS. ANTONIA R. MICOTTI,

PROJECT DIRECTOR

PS004120

SANTA CLARA COUNTY OFFICE OF EDUCATION

45 Santa Teresa
San Jose, California

SUMMARY

The Bi-Lingual Pre-School Project (Spanish Dame School) had the following main objectives during the school year 1969-70:

1) To demonstrate an at-home procedure of teaching in order to improve the concept formation and language development environment of forty children ages three to five residing in homes where the primary language was Spanish and the income level was low;

2) To train eleven women from the community as Home Teachers;

3) To give training to the mothers of the Project children, so that they could improve their teaching techniques with their own children. Each mother responsible for five children taught 120-minutes daily in the homes of project children on a rotational basis while involving project mothers in the instructional activities.

The program served forty children within two target area schools of the Alum Rock School District in San Jose, California. Low-income characterizes the Mayfair-San Antonio area. In San Antonio School, fifty-three per cent (53%) of the students come from AFDC families; Mayfair has forty-eight per cent (48%).

The training of paraprofessionals as Home Teachers included twelve (12) hours a week plus forty-six (46) hours of other pre and in-service training, a total of 370 hours.

The training program was given by the staff members, Project Director and Project Coordinator, as well as a Consultant in Linguistics.

The training covered Methodology, Techniques of teaching Bi-Lingual children in early childhood education, Teacher Attitudes, Testing, and public relations, parent involvement and communication skills.

The staff developed the first-year curriculum in both English and Spanish. Daily lesson plans for twenty-seven (27) weeks of instruction included all the language development and concept formation necessary for Spanish-speaking children at this age level.

After four months of instruction in their native language, Spanish, (which included some listening exercises in English), the English component to the program was incorporated in the daily instruction. By the end of eight (8) months, the instruction was being done in both languages with equal amount of time allotted to each. Total teaching time did not exceed two hours daily.

Three evaluative instruments were used in the pre and post-tests of the program:

1) The Inventory of Developmental Tasks (IDT) was given in Spanish. The increase was remarkable in the development of the children;
2) The Test of Basic Language Competency by Cervenka was given in both languages;
3) The Maternal Teaching Style or Mother/Child Test was administered to the mothers in Spanish.

Reference and scores of these three tests can be seen in the statistical analysis attached to this report.

The success of the program can be attributed to the team effort of all in the project. The daily planning and evaluation with the paraprofessionals served as training, as well as helping to form a model for training paraprofessionals. And lastly, the development of curriculum was based on the needs of the Mexican-American children at ages three, four, and five.

CONTEXT

The Spanish Dame School Project is located in the County of Santa Clara. The County includes an area of 1,305 square miles and extends north and south for sixty (60) miles. The population of Santa Clara County is presently estimated at 927,000. Some parts of the county are physically quite removed from the population center, the city of San Jose.

The Spanish Dame School Project operates out of a module, provided by the Alum Rock School District, at the San Antonio School, one of the target area schools. Office space for professional staff is located at the Santa Clara County Office of Education. The Spanish Dame School Project operated in two target area schools (Mayfair and San Antonio) within the attendance boundaries of Alum Rock District in the city of San Jose, California. The Alum Rock School District is located within the East Side of San Jose with twenty-six elementary schools. The total school population of the District is 15,206 -- of this number, thirty-nine (39) per cent are Spanish surname.

Two factors were considered when choosing the area-the project was to serve:

1) Relative stability of the population of the population;
2) An already developed sense of concern and involvement in education.

As stated before, low income characterizes the area served, while the median income for all households in Santa Clara County was $8,663.00 in 1965, that for the area served was $5,432.00. Unemployment rate for the county is approximately 5.3%. In the San Antonio School, fifty-three (53%) per cent of the students come from AFDC families, while at Mayfair School, the rate is forty-eight (48) per cent.

Enrollment turnover for the two project area schools is low. San Antonio, for example, has an average turnover of 1.5% families per month. Figures prepared by the Redevelopment Agency show the main duration of occupancy in Mayfair area houses to be 6.7 years. Twenty-eight (28) per cent of the residents have lived in the area ten years or more.

THE SCHOOL SYSTEM

The project served forty children who came from homes where the primary language was Spanish and who reside within two target area schools of the Alum Rock School District. Of 15,206 total school population of the District, San Antonio has a school enrollment of 461 students with eighty (80) per cent Spanish surname population, while Mayfair has a school enrollment of 670 with sixty-four (64) per cent Spanish surname population.

The District, at the moment, is not well off financially. During 1970-71, through TITLE VII funding, they will also start a Bi-Lingual Program in another Kindergarten and first grades in one of the schools of high priority.

Working relationships with district personnel have been excellent. District personnel have given us assistance when we have requested it and we have kept them abreast of the progress in the Spanish Dame School Project. Very importantly, the District provided room in one of the modules at San Antonio School for use in the evaluation, planning period, and in-service training sessions for our staff.

During 1970-71, since twenty (20) of our forty (40) project children will be in kindergarten at San Antonio School, plans are projected for a closely articulated program with the school. Monies from the Federal Government made it possible for us to pay half of the kindergarten teacher's salary and to include two of the first-year home teachers as instructional aides.

NEEDS ASSESSMENT

Professional personnel from both the County Office of Education and the Santa Clara Pace Center were deeply involved in preliminary planning on the basis of their knowledge and needs of Bi-Lingual children in Santa Clara County. An interim Advisory Committee of parents and others from the initial target areas also contributed to planning the project.

Santa Clara County has a population of 927,000; twelve (12) per cent of this number are Mexican-American. Within California, Santa Clara County has the second largest number of public school children, whose parents come from Mexico. At least fifty (50%) per cent of these families use Spanish as their primary language. The child from such circumstances begins school with less command (or no command) of the primary language of instruction -- English, and thus, is behind his peers at the very beginning of his educational career. The problem is compounded if he happens to be poor, which in most instances, is the case.

Several areas were under consideration at the time of the initial proposal. These included the older section of the city near downtown San Jose, the East Side, and Alviso, an area recently annexed by San Jose.

As a further index of need in the two target area schools, San Antonio school has four pre-school classes operated under California's AB 1331, with an enrollment of sixty. Of these, fifty-two (52) need instruction in English as a second language, in order to function in the regular school situation. The one 1331 unit at Mayfair School is of necessity, bi-lingually taught. All five of the 1331 pre-school units (minimal qualifying age - three years - nine months) have waiting lists. All of the children served in this State Sponsored Program must be certificated by the Welfare Department.

HISTORICAL BACKGROUND

The Santa Clara County Pace Center has had pre-school education as a program focus in recent years. As a part of the center operation, considerable data relevant to current pre-school programs and practices have been collected. Additionally, the center has had a research project in operation with Dr. Robert Hess of Stanford University. An on-going program, which impressed the Center staff was the DARCEE pre-school program developed by the Demonstration and Research Center for Early Education at George Peabody College for Teachers in Nashville, Tennessee. The Spanish Dame School Project was modeled after the Home Intervention Program directed by Mrs. Della Horton on the West Side of Nashville, Tennessee. Mothers from the community were trained to teach in the homes on a one to one ratio involving

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the project mothers.

PROGRAM DESCRIPTION

During the first year of operation, forty (40) children aged 3.3 and 4.0 years of age from low-income homes, where Spanish is the primary language were served. These children lived within two target area schools of the East Side School District -- Alum Rock.

The immediate program objectives were:

1) To improve the Spanish language skills and to provide a basic level of fluency in English;
2) Eleven women from the community were recruited and trained to function as Home Teachers -- three served as substitute Home Teachers;
3) Mothers of project children were trained to use the techniques designed to meet the program objectives with their own children.

The forty children in the program were recruited in five ways:

1) Target area schools' cumulative folders were checked to see if younger siblings existed;
2) Home Teachers recruited by going door to door;
3) By word of mouth;
4) District Superintendent's Bulletin;
5) Eastside newspaper.

After explaining the program to interested parents in their own language, a form was used (see form #1) to acquire information about the child and the family.

Oral commitment was asked of project parents to insure mother's participation in some of the activities during instruction, as well as the use of their homes to be used once a week for instruction. Out of eight (8) regular home teachers, which were trained, four had graduated from high school, and one received her high school diploma in June, 1969. More than half of the home teachers were enrolled during the fiscal year 1969-70 in Adult Education or extension courses such as Speech, English, Design and Color, Individualized Instruction, Tutoring Skills and Early Childhood Psychology.

These mothers were recruited by local newspapers, Mexican radio stations, Superintendent's Bulletin, and by word of mouth; many were referred to us by the Alum Rock Classified Personnel Department.

Each home teacher, as well as the three substitute teachers, went through one intensive week of pre-service training, which included: Methods and techniques in early childhood instruction, Psychology of early childhood education, English as a second language, Bi-Lingual Education, and public relations and Bi-Lingual Instruction. Included in the pre and in-service training throughout the school year was the curriculum developed by the staff for pre-school Mexican-American children.

After instruction started, there were daily planning and evaluation sessions, lasting from one to two hours. This, along with other inservice training, amounted to 370 hours of pre and in-service training that Home Teachers received from the staff members.

Each Teacher was responsible for five children and taught the five children daily in the children's home on a rotational basis. The host mothers participated once a week in the activities of the daily lesson. We found, however, many project mothers visiting the classes daily.

The first-year, full-time personnel included the Director, (Lead Teacher I) and Lead Teacher II, both working 220 days, and a secretary.

The responsibilities of the Director, (Lead Teacher I) was the over-all direction, coordination, and supervision of the project; for pre-service and in-service training and supervision of home teachers; for curriculum development with assistance of Lead Teacher II and Consultant; for maintaining communication; liaison with county office, project coordinator, and school district personnel; for completion of project tasks at the time delineated in the application; for fiscal control at project level; for internal process/product evaluation; for completion of all necessary forms and reports as specified in TITLE VII Guideline and Grant Award Document and for the dissemination of project information/results to appropriate publics.

The Project Director, fluent in both Spanish and English, has had more than ten years of elementary experience. She is also certificated by the state with an Elementary Credential, Pupil Personnel Credential, as well as a Masters Degree. Presently, she is completing the administrative credential, although she has had administrative duties prior to becoming a Director of this Project.

Lead Teacher II was responsible for assisting the project staff in the development of curriculum materials and methods; for evolving procedures for recruitment of home teachers, children and mothers, for pre-service and in-service training and supervision of home teachers; for liaison with community agencies and organizations whose services have potential benefit for target population; for assisting in developing instruments to assess children's growth in acquisition of Spanish and English.

Lead Teacher II, brought a wealth of expertise in early childhood education as a result of teaching three years in Headstart Centers and a B.S. in Psychology. She will soon start on a Masters Degree in Early Childhood Education.

Other Personnel on our staff, besides the full-time bi-lingual secretary, was a half-time clerk, which by mid year had to be hired to help with the heavy typing load because of the development of curriculum. A Consultant, paid for fifty (50) days during the school year was responsible not only for some in-service in linguistics, but the development of the English component of the curriculum. After much experience in Migrant and ESL Programs, she is currently in a doctoral program at Stanford University.

The Audit Team was assigned to the project by USOE. The team consisted of Robert Ponce, Alice Sigala and Edith Donlevey. The evaluation was performed by Dr. Serina Wade, employed by the Santa Clara County Space Center in Evaluation and Research. She is also a Professor at San Jose State College.

The staff, as well as some home teachers, were trained in test administration. They took responsibility in administering individual pre- and post-tests. (Included in Appendix #2 operational chart).

PROCEDURES

The present report is an evaluation of the first-year of the program--a pilot program aimed at establishing a model to train paraprofessionals to teach in the homes as well as to develop a first-year curriculum in meeting specific needs of Mexican-American children ages three and four.

The rooms in which instruction was given in the home varied from a kitchen, a small living room, bedroom, or an outside yard. No furniture other than that found in the home was used.

A room in the Module of San Antonio School was used to make materials, evaluate and plan daily, as well as for in-service training. This room was also used to bring the children in groups to view a film or for other group activities.

Originally, two vans were purchased to disseminate materials and planning with teachers. It was found that this arrangement was not entirely satisfactory; the vans did not have the space necessary to accommodate such a large group. However, the vans were used to disseminate materials, and to carry large audio equipment to the homes where lessons were held.

The Periodic review of the program was done by two committee groups. The Parent Advisory Committee provided feedback relative to the project's progress, gave an opportunity for input from all segments of the involved population relative to operational problems, and provided feedback in planning vertical expansion of the program. The Administrative Advisory Committee included the two target area school principals, Administrative staff of the Spanish Dame School Project, Assistant Superintendent from the Santa Clara County Office of Education, as well as the Superintendent, Assistant Superintendent, and Director of Project Unidos (TITLE III) of Alum Rock School District. Another member was the Assistant Director of the TTT Program at San Jose State -- formerly the pre-school coordinator of Alum Rock School District.

This committee served to keep the district personnel abreast as to the progress of the program, as well as to learn of problems facing the project relative to the school environment.

A careful anecodtal record was kept on each child's progress assessing day by day the progress of an individual child. It also served as a means of checking out the efficiency and effectiveness of teaching procedures, as well as the curriculum. (See form #3) Also, part of the home teachers' six-hour day was spent in planning and evaluation. (See form #4). The planning and evaluation sessions were considered as part of the 12-hour weekly in-service training. On Fridays, a two-hour in-service training was held in Methods and Techniques of Teaching English to young children.

Home Teachers were also evaluated twice a year by both Director/ Lead Teacher I, and Lead Teacher II, after many hours of supervision in teaching instruction. (See form #5).

ACTIVITIES

The Spanish Dame School Project was specifically designed for children three and four years of age, (mono-lingual in Spanish) to develop their conceptual, perceptual development, and language development.

The Program, at the very inception of the project, gave students from one-half hour to forty-five minutes of daily instruction. By the end of the four months, teaching time was one hour per day. All the teaching was given in the child's own native Spanish language. Listening to the new English sound in songs and rhythms was part of the first four month's instruction. The English component to the project started the fourth month with increased use of English, so by the end of the school year, English and Spanish instruction was given an equal amount of time. (1 hour each).

Since this is a home intervention program, parents of project children were involved in daily instruction, daily observations, as well as daily contact with Home Teachers. The Home Teachers report to parents the progress and the help needed for their children.

Project mothers became more interested in learning English when the English component was introduced. Tutors for the adults in the project or the whole families would have been beneficial. The staff tried different avenues to acquire tutors for evenings when project fathers would be home, but were unsuccessful in acquiring them.

INSTRUCTIONAL EQUIPMENT & MATERIALS

Instructional material in Spanish was found to be virtually non-existent for Mexican-American children at this age level. A new curriculum to meet these children's needs became imperative. (See form #6 - samples of these can be seen in the Appendix).

The Home Teachers were encouraged to utilize every possible opportunity to encourage the children to express themselves, while exposing the children to new learning situations. The lessons, somewhat structured and teacher-directed, provide the children with many opportunities for creativity and individualized progress. The children were never made to feel ashamed or upset about not being able to achieve a particular goal. They were constantly encouraged and praised for their efforts in attempting to accomplish certain physical or verbal tasks.

Because the children were found to be primarily mono-lingual, instructions the first four months of the program were in Spanish, with some English songs and fingerplays presented at listening exercises to the new English sounds. This helped increase the children's ability to comprehend and converse in Spanish, helped increase their Spanish vocabularies and helped them begin to build sentence patterns, rather than one or two word responses.

The curriculum was written through the year making it possible to pace the materials as the children were ready for more difficult and more challenging activities.

Separate lesson plans were prepared for each day, each stating all the objectives for that lesson, the activities, and the materials needed. Procedures were then described step by step in both Spanish and English, so that the Home Teachers would have a guide for presenting the day's curriculum.

Language Development was stressed every day of instruction and much effort was put into the total physical development of each child. Through this first year's curriculum, the children were helped to overcome their verbal and physical deficits, increase their knowledge, increase their pleasure in their environment, and increase their self-awareness.

The Home Teachers also involved the mothers a great deal in the teaching situations, strengthening their knowledge of Spanish and helping them become aware of what to teach their own children, how to teach them, and why it is necessary to teach them as much as they possibly can. Mothers were taught how to utilize whatever materials they had in their homes for creating teaching experiences for their young children.

The Home Teachers planned and evaluated their lessons daily; this helped them to better understand what they were teaching, how to teach it and why they were teaching certain concepts. This daily in-service gave the teachers an opportunity to learn how to utilize certain methods and techniques in presenting the lessons. The evaluation periods provided time for discussing the strengths and/or weaknesses of each lesson, and any special problems the Home Teachers encountered with the children, the parents, or the home situations.

Also, the materials and activities had to be geared for home teaching. Materials used for the curriculum were those that could easily be made by project parents.

Items of equipment and materials used in the program were as follows:

INSTRUCTIONAL EQUIPMENT AND MATERIALS USED

AUDIO

Phonograph*
Cassette Recorders
Phono Viewers
Filmstrip Machines*
Projector Films*
Language Master

MOTOR

Puppets
Toys and Games
Flannel Board
Puzzles
Pegs and Peg Boards
Parquetry Blocks, etc.,
Paint Brushes, etc.,
Play Dough and Clay

VISUAL

Filmstrips
Story Books
Charts - Small
Photographs
Films (Movies)
Slides
Flannel Board Stories
Pictures
Puppets
Card Games

* Borrowed from Migrant Education

In the development of the first year's Spanish Curriculum for the children enrolled in the Bi-Lingual Pre-School Project, concepts were developed within the following categories for presentation in the daily lesson plans:

Auditory Discrimination
Classification
Color Concepts
Community Awareness
Field Trips
Health and Cleanliness
Holidays
Identification
Labeling
Language Development
Likenesses -- Differences
Measurement Concepts
Muscle Coordination
Music
Number Concepts
Position Concepts
Property Concepts
Rhyming
Seasons/Weather/Temperature
Self-Awareness
Sensory Perception
(Auditory, visual, tactile, olfactory)
Shape Concepts
Size Concepts
Time Concepts
Transportation
Verbal Expression
Whole-Part Whole-Concepts

In the development of these concepts, the curriculum has been designed according to this formula:

Concrete---------->Abstract
Simple---------->Complex
Left to right Progression
Top to Bottom Progression

These concepts have been presented to the children through discussions, stories, songs, fingerplays, role playing, games developed for counting, labeling and identifying, through films, records, flannel board presentations, art work, crafts, outdoor structured and free play, field trips, etc.

Special problems were referred to such people as Mr. Clyde Boyle, Psychiatric Counselor for Santa Clara County Office of Education, the San Antonio School Nurse, Mrs. June Langston, and the Speech Therapist at San Antonio School, Miss Jane Mercer.

A complete lesson guide and a complete activity guide, available at the County Office of Education, include scope of the curriculum, sequence of activities, and the many concepts that have been presented to the children this first year.

PARENT-COMMUNITY INVOLVEMENT

Parent involvement was one of the main emphases of this program, as was the training of paraprofessionals to become home teachers. The interview (form #6, enclosed in the Appendix), will indicate some of the things we were looking for in a home teacher. Not only was she to be bi-lingual, but sensitive to the needs of children, have the ability to use good judgement. The home teacher needed to be a person that would be able to get along with other staff members, as well as personable with project parents. She had to have good health, a good sense of humor and the ability to project to parents the objectives of the project.

The project parents, besides serving in the Advisory Committee, were involved at least once a week, if not daily, observing, as well as involved in the activities of the children. They were all invited to participate in field trips, although not many went because of small syblings at home.

Almost half of the project mothers came to the Christmas party, and most of them, with their families, came to the end-of-the-year pot-luck dinner.

The Community was also kept informed as to the progress of the project through the local school district, (Alum Rock) Superintendent's Bulletin, as well as the County Superintendent's Bulletin. Other sources included the newspaper, (sample copies in Appendix Form #8). The Advisory Committee, already mentioned, was another vehicle which informed the community of the program's activities.

THE BUDGET

The total cost of the program for the fiscal year 1969-70 was $81,500. This included $1,500 to be used for the Audit Team only. Professional salaries came to $27,500, while Non-professional salaries were $30,040. Contracted Services came to $8,800; Materials and Supplies, $1,510; Travel, $3,000; Equipment, $7,750; Other Expenses, $1,400.

In-kind services of the County came to $8,000 (office space, other consultant services), while the use of the module in Alum Rock was $2,000.

As a pilot program, the cost per child might seem high: $2,000 per child. It would be interesting to compare the 1331 program, which is also a relatively expensive program, to the Spanish Dame School Program in the demonstration comparable learning results.

EVALUATION

The Spanish Dame School Project had the following objectives and demonstrated results:

Objective

1) To improve the concept formation and language development in Spanish and English for children aged three through five from homes where the primary language is Spanish and the income level is low. Forty 3/4 year-old children received 90-120 minutes of language instruction in their own home or those of their peers by a project trained Home Teacher for a minimum of 135 days between September, 1969 and May, 1970.

Results: After one year in the Project, the children were able to:

a) Correctly identify in Spanish six of the eight primary colors;
b) Demonstrate increased physical abilities, as measured in the pre- and post-IDT (Inventory of Developmental Tasks);
c) Demonstrate a better understanding of whole-part, whole-concepts and space relationships through his art work;
d) Correctly identify in Spanish seven out of ten given pictures of objects, animals, or community workers discussed in the daily curriculum;

e) Correctly identify in Spanish four of six basic shapes discussed in the daily curriculum;

f) Retell a story in Spanish in sentences of at least four to five words in length.

After four months of Spanish instruction, children began receiving instructions in oral English. In January, only one-third of the time was spent in English; towards the end of the school year, it reached ½(one-half) of the total instruction time (2) two hours.

After completing the first-year English Curriculum instruction, children were able to understand English in base-type sentences, i.e.,

NP + Ver + PP + Adverb.
(Subj.) (Intransitive) (Locative) (Manner)

Regarding the oral patterns given to pupils, they were able to demonstrate comprehension three out of four times. This was done through frequent evaluations at the end of most daily lessons, in which seventy-five (75) per cent of the time the student answered in oral response to patterns in base-type sentences.

Objective

2) To train as home teachers and teacher assistants, eight bilingual women from the target community (three more were trained as substitute teachers).

Results:

All home teachers and substitutes received one week of intensive pre-service training, in addition to the daily planning and evaluation of the curriculum of at least two hours a day and two hours a week in-service training throughout the project year, which included techniques in English teaching. Periodic in-service training was held besides these -- totaling 370 hours of in-service and pre-service training.

After the training, home teachers demonstrated successfully, methods and techniques necessary to implement the project's curriculum. Home Teachers were evaluated twice a year with many observations by Lead Teacher I and Lead Teacher II.

Many visitors remarked at the naturalness of the home teachers compared to a regular certificated classroom teacher. The methods and techniques used, the sensitivity of these teachers were all attributes possessed after much training. During the daily evaluation and planning periods, home teachers were able to contribute in implementing ideas to the curriculum, as well as to comment on those activities that worked and didn't work. These have been documented on a daily evaluation form the home teachers have to fill out daily, (See form #4 in the Appendix). These recommendations have been written into the curriculum. The home teachers, this year, were able to attend two conferences in Bi-Lingual Education. During the school year they received much publicity and this has helped develop encouragement in most of them to continue a college education.

Objective

3) To teach the mothers of project children how to improve the language development and concept formation of their children. Five out of eight home teachers were faithful in accomplishing the goal with project mothers, at least thirty minutes per week.

Results:

An observation sheet done by home teachers, (See form #9 in the Appendix) of each child's homes were done three times a year. Considerable changes with the mothers in terms of change of attitude, observable educational materials in homes, (especially after Christmas) mother's up-keep of herself and home became very evident.

Project mothers were in attendance one-hundred (100) per cent of the time when the class was held in her home, while other (75) per cent came to daily instructions besides the day of instruction in her home.

The Maternal Teaching Style instrument between the pre- and post-testing showed some imporvement.

The first-year curriculum for children three and four years of age was developed by the staff, which included 135 daily lessons in both English and Spanish. This was done throughout the year, which gave us an opportunity to evaluate and to make any necessary changes. The first-year curriculum will be available by September, 1971. (Samples can be seen in the Appendix).

CHOOSING PARTICIPANTS

The forty three-four year old children were chosen from the two target area schools of Mayfair and San Antonio, within the Alum Rock School District. No other criteria were used except that they be Mexican-American children. The area is low socio-economic in nature and most of our forty project children happened to be mono-lingual in Spanish.

The comparison group, originally chosen, was from the 1331 program at San Antonio School, because not enough pupils in that program could be compared with ours, (mono-linguals).

Hubbard School, a near-by pre-school -- was used as one of the comparative groups. In the Goss target area school, four-year old children were used as the non-treatment group. See statistical data on the attached form of this report.

About ten pupils from the original forty recruited left the program because parents moved from the area. These ten were replaced, but this also affected our attrition for the comparative study. The attendance for all forty, during the school year, was very good. In some classes, neighborhood children, as well as other siblings, attended classes frequently.

DESCRIBING PARTICIPANTS

Of the forty three/four-year olds who participated in the project 19 were boys and 21 were girls. Out of these 20 were three-year olds, and 20 were four-year olds. All came from the target areas of San Antonio and Mayfair Schools, Alum Rock School District.

MEASURING CHANGE

Three pre- and post-tests were administered to all forty children in the project. These were administered to the control group of the 1331 pre-school only as a post-test. At this time, twenty (20) children, ten of the control and ten children of the 1331 were used for analysis.

The following tests were used:

1) Tests of Basic Language Competence in English and Spanish
   Level (1) Pre-School Children Age 3-6
   English and Spanish Versions
   Forms A & B

   Developed by Edward John Cervenka, M.A.

   TEACHER'S COLLEGE
   Columbia University
   New York, N.Y.

   (This tests the acquisition of languages in both languages -- Spanish and English).

2) Inventory of Developmental Task

   Santa Clara Unified School District
   1889 Lawrence Road, P. O. Box 397
   Santa Clara, California 95052

3) Material Teaching Style Instrument (This test indicated the development of the Mother/Child Inter-Action Test)

   Developed by Christopher Barbrach
   Demonstrating Research Center for Early Childhood Education
   Peabody College
   Nashville, Tennessee

Certain home teachers, as well as the staff, were trained to administer these tests at the pre-testing period. During the post-tests, again, teachers were trained to give all three tests. Home Teachers administered these tests to other children in the group, not their own five children, so as to get more objectivity.

The tests given in September (pre-test) and May (post-test) were to measure whether the program's aims had been achieved.

In other words, eight-tenths of the school year elapsed between testing.

Other rating sheets used were: Child's Check List (every eight weeks) and Home Observation Check List, (three times a year). These were done by home teachers.

See statistical analysis report for each of these: Presenting Data; Analyzing Data; Reporting Finding, have been included in the Evaluators Report, which is attached.

RECOMMENDATIONS

On the basis of the success of the Bi-Lingual Pre-School Program, the author of this report recommends that:

1) The program be extended from forty to one-hundred (100) children within the same target area schools, (including one more target area school);
2) Further curriculum development in both Spanish and English be undertaken to extend up to kindergarten for this school year. This should include a second-year curriculum for four-year olds and a curriculum for kindergarten pupils;
3) Continue to revise and implement the model for training paraprofessionals;
4) Development of some career lattice for paraprofessionals working in this program;

5) Development of "home packets" to include expendable materials to be used in the home of project children, as well as the use of other audio equipment;

6) Continue to revise and implement the model for training mothers at home.

APPENDIX

Form #1 HOME INTERVIEW FORM

Form #2 ORGANIZATIONAL CHART

Form #3 CHILD'S PROGRESS FORM

Form #4 DAILY EVALUATION FORM

Form #5 TEACHER EVALUATION FORM

Form #6 SAMPLES OF CURRICULUM

Form #7 INTERVIEW FORM - HOME TEACHER

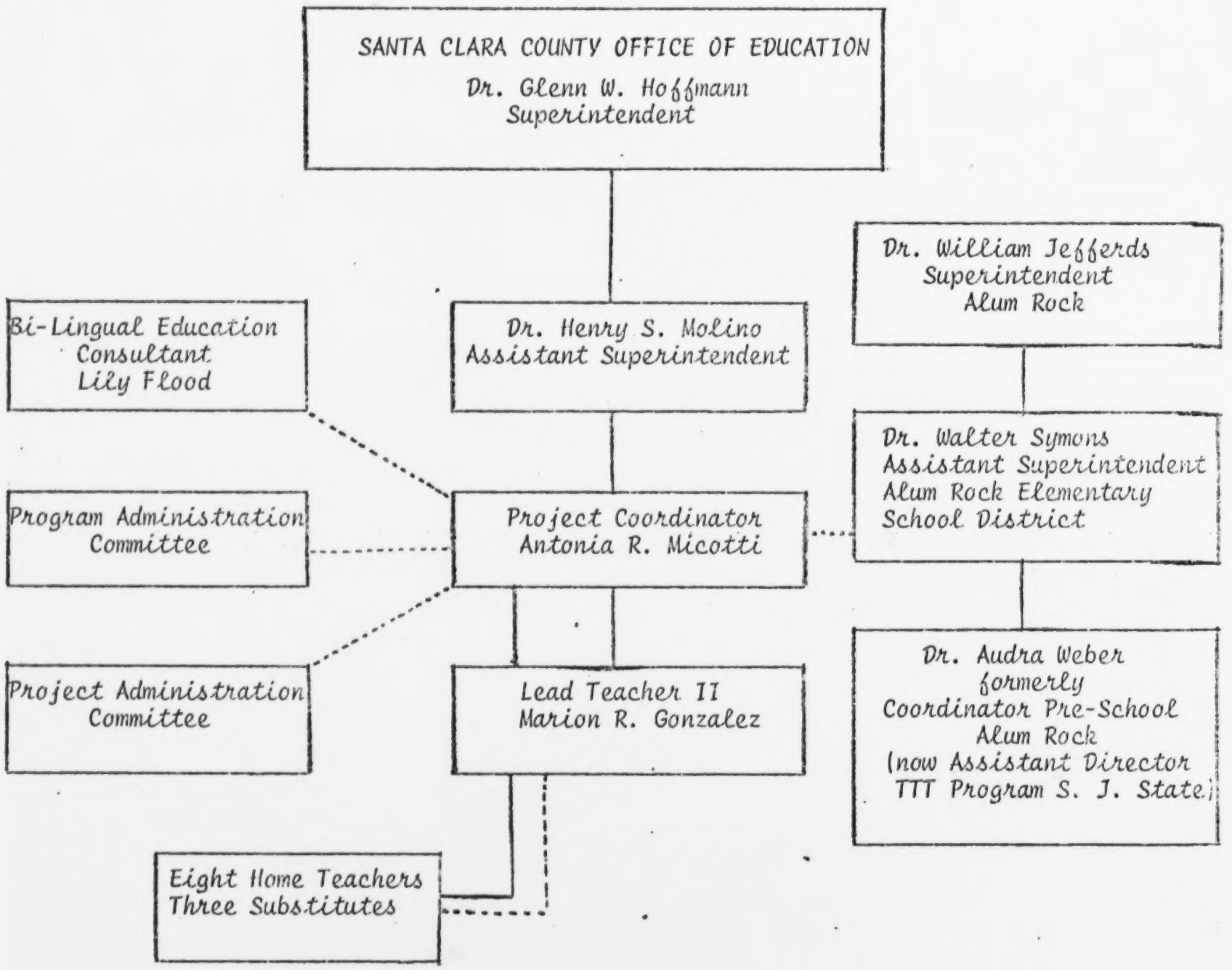
Form #8 NEWSPAPER CLIPPINGS

Form #9 OBSERVATION SHEET

MANAGEMENT CHART

ESEA TITLE VII, BI-LINGUAL EDUCATION PROJECT

(SPANISH DAME SCHOOL)



MAC/10/2/70 - (100)

SANTA CLARA COUNTY OFFICE OF EDUCATION, 45 SANTA TERESA STREET, SAN JOSE, CALIFORNIA 95110

BI-LINGUAL PRE-SCHOOL EDUCATION PROJECT

OBSERVATION CHECK LIST (Every 8 Teaching Weeks)

CHILD'S NAME_____ AGE_____

TEACHER:_____

DATE:_____

	Regularly	Seldom	Never
1. The child cries			
2. He seems to enjoy staying for class.			
3. He cries and clings to the mother.			
4. He participates in all activities.			
5. Does he talk spontaneously?			
6. Does he answer any questions?			
7. Does he answer questions directed to him?			
8. Does he have to be coaxed to enter into the activities?			
9. Does he participate better by himself?			
10. He seems shy or frightened.			
11. Does he seem anxious to go home?			
12. Does he seem to enjoy all the activities?			
13. Does he come to class dressed warmly enough?			
14. Has the child had breakfast before class?			
15. Does he laugh or smile?			
16. Does he listen attentively or is he distracted easily? Is he restless during class?			
17. Has he adjusted well to the group?			
18. Does mother of child participate in activities?			
19. Does he talk?			
20. Does he speak in Spanish or English?			

OBSERVATION CHECK LIST--

21. Can he identify any colors, shapes or numbers today? Briefly explain which colors, shapes and numbers he seems to know.

    Colors:
    Shapes:
    Numbers:

22. What does he especially like to do in class?

23. Does he have special friends in the group?

24. Does he indicate that he has any special problems such as seeing, hearing, speaking, etc.,?

25. How many days a week does the mother attend class?

26. Is the child at ease when his/her mother is present during class?

27. Does the child at anytime mention his/her mother or father in a positive way?

28. In a negative way?

LESSON EVALUATION SHEET

Teacher:_____ Date:_____

Supervisor:_____ Group:_____

Week:_____ Day:_____

1. List each activity and briefly describe how each activity was accepted by the children:

2. How did the children seem interested?

3. Did they ask questions?

4. How well were you prepared to give the lesson?

5. Which activity seemed most interesting to the children?

6. Which activity seemed least interesting to the children?

(cont'd):

7. Comments:

Signed: _____
Teacher

Approved: _____
Supervisor

SANTA CLARA COUNTY OFFICE OF EDUCATION

Bilingual Pre-School Education Project

HOME TEACHER:_____ DATE:_____

A. INSTRUCTIONAL SKILLS

B. CLASS MANAGEMENT

TM/pv/200
10/5/70

C. PERSONAL ATTRIBUTES

D. PROFESSIONAL ATTITUDES

E. RECOMMENDATIONS

HOME TEACHER SIGNATURE DATE

EVALUATOR SIGNATURE DATE

POSITION

TM/pv/200
10/5/70

Santa Clara County Office of Education
Bilingual Pre-School Education Project

Teacher Evaluation Guide

A. Instructional Skills
1. Knowledge of concepts and objectives as projected in the lesson plan.
2. Skill in planning, organizing and presenting the lessons.
3. Skill in preparing written evaluations.
4. Skill in story telling, teaching songs, teaching use of materials.
5. Skill in developing good habits, skills, and attitudes.
6. Skill in helping the children develop self-confidence.
7. Skill in recognizing and making provisions for individual differences and special problems.
8. Uses voice as a useful, pleasant teaching tool.
9. Knowledge and ability to use English and Spanish.
10. Initiates the use of new ideas and variety of techniques in daily lessons.

B. Class Management
1. Skill in maintaining control of the children by keeping their attention and interest.
2. Skill in creating a good instructional environment even in different circumstances.
3. Ability to adapt to new situations (ie., changes in lesson).
4. Skills in anticipating and preventing dicipline problems.
5. Is willing to cooperate with other staff members.

C. Personal Attributes
1. Appears neat, clean and well-groomed.
2. Dressed neatly and appropriately for the occasion.
3. Displays self-control and poise.
4. Displays a good sense of humor. (Enjoys the activities with children)
5. Has a warm, friendly personality.
6. Is willing to cooperate with other staff members.

D. Professional Attitudes
1. Is punctual; comes to work on time, turns assignments in on time, etc.
2. Adjusts easily to unexpected situations.
3. Uses time effectively in planning, teaching, and evaluating.
4. Prepares well; is familiar with daily lesson plans and materials.
5. Cooperates well with all staff members.
6. Willingly takes suggestions and criticisms.
7. Develops good relationships and confidence with parents. Respects and honors confidential information concerning the families.
8. Recognizes responsibility to the Project and the school community.
9. Participates in professional activities such as workshops, conferences, meetings, classes, etc.

SANTA CLARA COUNTY OFFICE OF EDUCATION

BI-LINGUAL PRE-SCHOOL PROJECT

INTERVIEW GUIDE - HOME TEACHER

_____ _____

(Name of Applicant) (Date)

If it were necessary, would you be willing to drive children to an1 from class? YES__ NO__

Lives in target school area: Mayfair_____
San Antonio _____
Conniff_____

Does Applicant drive? Yes_____No_____

Does Applicant have own car? Yes___No____

1. Facility in Spanish. Reads, writes and speaks well.				
2. Facility in English. Reads, writes and speaks well.				
3. Potential in relating to young children.				
4. Potential in relating to Spanish Speaking parents.				
5. Capability of handling responsibility.				
6. Ability to cope with problems in various situations.				
7. Personality: Friendly, outgoing, warm.				
8. Personal appearance: Neat, well-groomed.				
9. Potential and willingness to work in a team teaching situation.				
10. Indicates enthusiasm and interest in Program (working with young children's mothers, etc.)				

Ability to translate from Spanish to English and vice versa:
Comments_____
_____
_____

Commitment to Bi-Lingual Program and General Comments:
_____
_____
_____

_____
(Interviewer)